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ABSTRACT

The 1978 Summer Bridge Program attempted to aid twenty-six Native American students in the transition from high school to regular classes at Yavapai College, Prescott, Arizona. The five week program presented an orientation to college programs and to the complicated living patterns of Anglo society. An English as a second language course provided basic knowledge of the language; a reading and study skills course developed study techniques, vocabulary, comprehension, and listening and reading techniques. The self-career exploration course viewed career possibilities with emphasis placed on the importance of a college education and how this relates to the success of each individual tribe. Field trips went to various job sites, to Phoenix, and to other places featuring differing life styles. Extra-curricular activities included sight seeing, picnics, basketball, and swimming and tennis lessons. Strong-Campbell Interest Inventories helped career planning. Sixteen of the students decided to stay in college for fall of 1978; they received orientation to the various departments and services within the college. Officials and students considered the Bridge Program highly successful. The academic components of the program are described at the conclusion of the paper along with recommendations for improvement. (DS)

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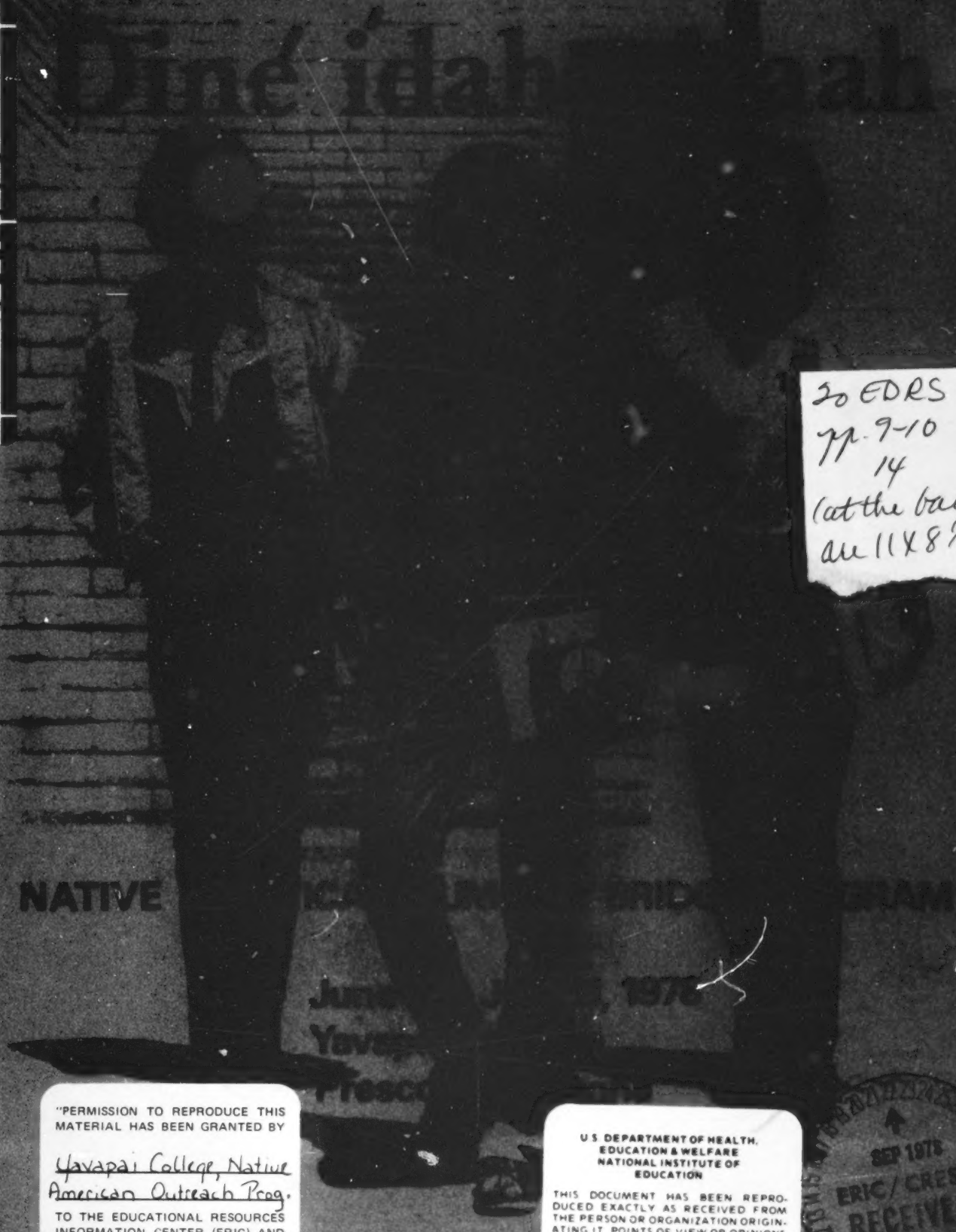

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I. PREFACE

Yavapai College is a public two-year college. Its main campus is located in Prescott, Arizona. Yavapai College is a member of the North Central Association of Colleges and Secondary Schools. In addition, Yavapai College is also a member of the Arizona State Community College System. Within a hundred mile distance there are also branch campuses which service the communities of Tuba City, Bagdad, Ash Fork, Humboldt, Camp Verde, Seligman, Flagstaff, Cottonwood, Sedona, and Clarkdale.

Since the inception of Yavapai College in 1966, many Native American students who reside within the state of Arizona have enrolled in the educational programs at Yavapai College. Based on a survey from the admissions office, approximately 2,600 Native Americans have enrolled as full-time or part-time students during this time. Tuba City, one of Yavapai College's extension centers located in the western portion of the Navajo Reservation has continued to enroll a vast number of Native American people. Many of the students who attend the extension center in Tuba City are those who are beginning their academic training and want to continue to pursue four year degrees at universities. Yavapai College acts as a catalyst for those who have either dropped out at earlier attempts to complete a college program or those who simply wish to 'brush up' on their specific areas of expertise. Many local professional people in the Page and Tuba City extension centers have continued to acquire additional courses which may qualify them for promotions within their field of employment.

At the Prescott campus, Yavapai College is continuing to attract large numbers of Native Americans who have just graduated from high schools and other Native American students who transfer from other colleges and universities. Data indicates that Native American enrollment at Yavapai College is on the increase annually.

Currently, Yavapai College is one of two community colleges in the state of Arizona which offers an Associate of Arts Degree in Native American studies. The Associate of Arts Degree will prepare those who wish to become qualified in elementary-secondary-post-secondary teaching programs, political science, anthropology, health and social welfare programs. Yavapai College has a firm commitment to the education of Native Americans through its course offerings on and off campus.

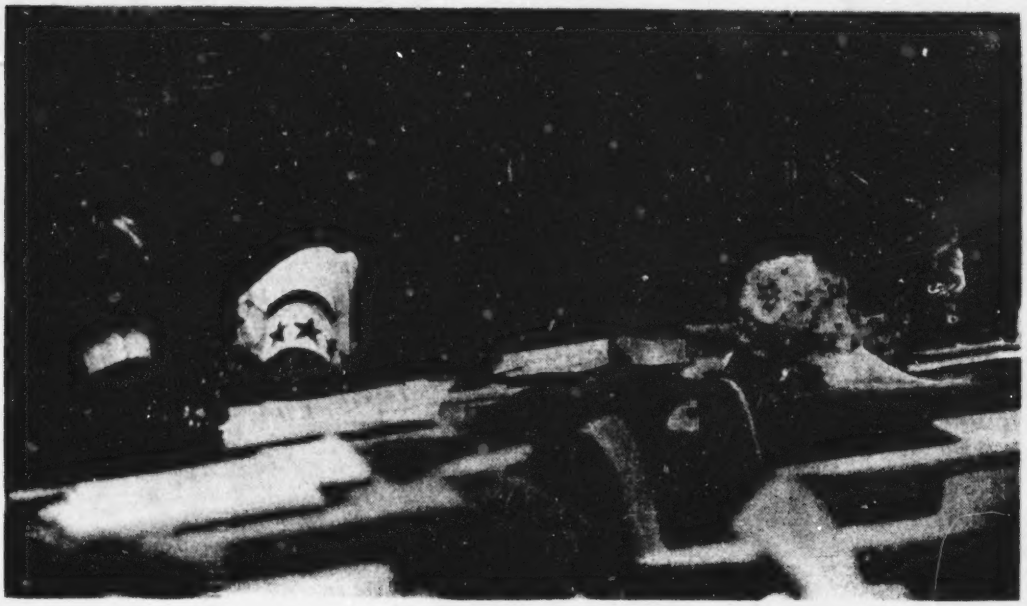
Based on recent data, of those Native Americans who enroll annually at Yavapai College, nearly 50% do not remain in college during the second semester of each academic school year. To anticipate many of the problems that the Native American students may encounter at Yavapai College, a Native American Outreach Component has been added to the student services program. Several responsibilities have been delegated to the Native American Outreach Component. In addition to the organization of an all-Native American Advisory Committee composed of tribal members from the surrounding service area, the Native American Outreach Program has addressed itself to the needs of communities by meeting with Native American students at high schools throughout Arizona. The program has also been involved with faculty-student awareness workshops, organization of a student services model for Native American students, and conducting of cultural programs for students on campus. Additional responsibilities have included the close coordination of the college's scope of instruction which will provide a conducive learning environment for Native Americans. A problem not uncommon to many other colleges and universities, Yavapai College has experienced an attrition of Native American students. To offset the problem of the attrition rate, Yavapai College assumed the responsibility of planning a transition program which would address itself to the needs of Native Americans during the fall of 1977. It was felt by Yavapai College's administrative personnel and faculty members that there was a high

correlation between the attrition rate and the lack of orientation of Native American students to college programs and the complicated living patterns of the Anglo society. Rather than allow many Native Americans to begin their studies fresh from high schools in the fall, the Native American component designed a learning program which would assist Native American students to participate in academic and non-academic activities during the summer months of 1978. Additionally, the college felt a need to encounter the problems of each Native American student on an individual basis. The overall model of an orientation and preparatory program required the difficult task of ascertaining the needs of Native American students. Upon conclusion of on-campus surveys of Native American student's records and a questionnaire, the component finalized its plans for a summer transition program which would be most meaningful and beneficial to those Native Americans who would be participating. Since several letters of inquiry were made by the Native American Outreach Program to other colleges and universities, it was not difficult to ascertain that there were no unique transition programs available to Native American college students elsewhere. Based on these inquiries along with library research, Yavapai College designed its own transition program for Native Americans. The operation of the five week summer transition program for Native American students began on June 5, 1978, at the Prescott campus.

All of the Native American tribes in Arizona will continue to place heavy emphasis on the education of their children in colleges and universities. More important is the commitment of individual Native American groups to qualify as many Native Americans as possible to become leaders within their respective communities. Through the Indian Self-determination Act, more and more Native American tribes will continue to provide a greater base of economy for their people. In turn, this will

result in the placement of Native American college graduates in key positions in all sectors of reservation employment.

Yavapai College is continuing to refine its data which will support individual Native American students in their pursuance of college degrees.



II. PROGRAM ACTIVITIES

A. Classroom Activities

1. English as a Second Language

Since the majority of the summer bridge program students spoke their own Native languages at home, it was strongly felt by Yavapai College that a course specifically designed for these students would be most beneficial. A course entitled "English as a Second Language" provided the majority of Native American students with the basic knowledge of the English language. The E.S.L. course takes into account the individual student's weaknesses

and strengths of the English language without sacrificing any of the student's Native language. Throughout the five week period, approximately sixteen of the twenty-two students participated in the E.S.L. course with the remainder of the students (six) participating in English 033, a course designed for students who exhibit proficiency with the English language in E.S.L. During the first two days the students were tested by the English Department to determine the students' placement in the various English courses provided. Upon completion of these placement tests, six students were selected and placed in Intermediate English (Eng. 033), with the remaining sixteen students placed in E.S.L.

2. College Reading and Study Skills

One of the most critical areas in which young Native American college students need assistance is in the area of reading and study skills. Native American students enter college each year without possessing the necessary skills to take notes in class, to study complicated materials and to read textbooks which quite often are geared for graduate students. In an attempt to circumvent any individual student academic problems, the summer program offered a course entitled "College Reading and Study Skills" to all of the twenty-two participating students. During the five week period, the students concentrated on exercises which would help them with study techniques, vocabulary, comprehension of reading material, use of dictionary, listening techniques, and reading techniques. In addition to these classroom activities, the students were also taught how to read a T.V. schedule, a bus schedule, and studied everyday consumer knowledge, i.e., how to keep a checkbook balanced and how to maintain a savings account.

3. Self-career Exploration, Counseling III

a. Visitation of Community Professional Personnel

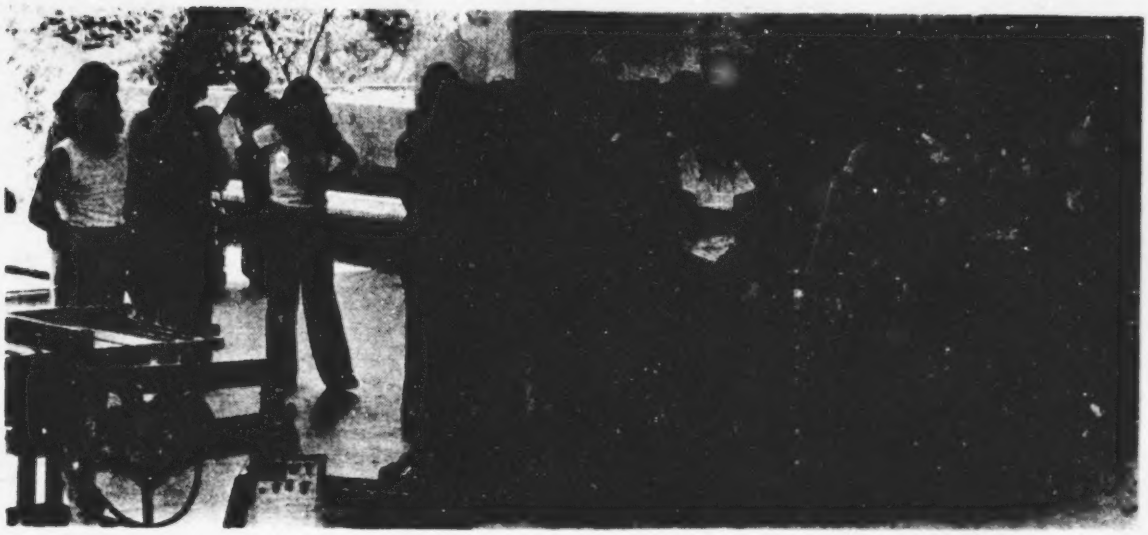
Two attorneys, one F.B.I. agent, a local businessman, and a nurse came to visit with the students. During this time, the students were encouraged to participate in each of the presentations by these community professional people. One of the attorneys gave a brief overview of the requirements of becoming an attorney while the other attorney talked about the relationship between Indians and Federal and State laws. Several of the students asked questions which indicated an interest on the part of the participants.

The F.B.I. agent gave an overview of the organization's responsibility and a picture of employment opportunities within the organization. A film was shown which showed some of the learning activities at the F.B.I. Academy.

The local businessman who owns two shops (ice cream and card shop) encouraged the students to open up private businesses on the Navajo reservation. Some of the students have an interest in the economic stability of their communities.

The Self-career Exploration is a course that is offered each semester on the campus to give entering students a chance to participate in group counseling and exploring various careers in the Prescott community. During the summer program, there was a great deal of emphasis placed on the importance of receiving a college education and

how this relates to the success of each individual Indian tribe. The instructor also stressed the importance of understanding the value systems from other cultures. In addition, the organization of the B.I.A. and the structure of tribal governments on respective Indian reservations were explained to the students. Most important, the instructor emphasized to the students the need to understand the differences of opinions concerning non-Indian and Indian values. Discussion on money, wealth, poverty, employment, personal relationships, concern for others, and tribal beliefs were covered during the weekly classes in Self-career Exploration.



4. Intermediate English, English 033

Since six of the twenty-two students tested for placement in English scored high, these students were placed in an intermediate class with non-Native American students. The program coordinator and assisting instructors for English felt that placing the six students in English 033 would give the students

an opportunity to interact in an integrated environment. According to the instructor's report, the students concentrated on writing and expressing ideas in short themes which were based upon reading assignments. Other activities also included a review of sentence structure and the mechanics of writing.

B. Field Trip Activities

1. On-hands Experience

Throughout the five week period several of the participants were involved with visiting various job sites in the community of Prescott getting a first-hand view of what jobs are like. Due to limitations on liability, some of the job-sites were cancelled and the visits were limited to public agencies as opposed to private businesses.

2. Cultural Awareness Programs

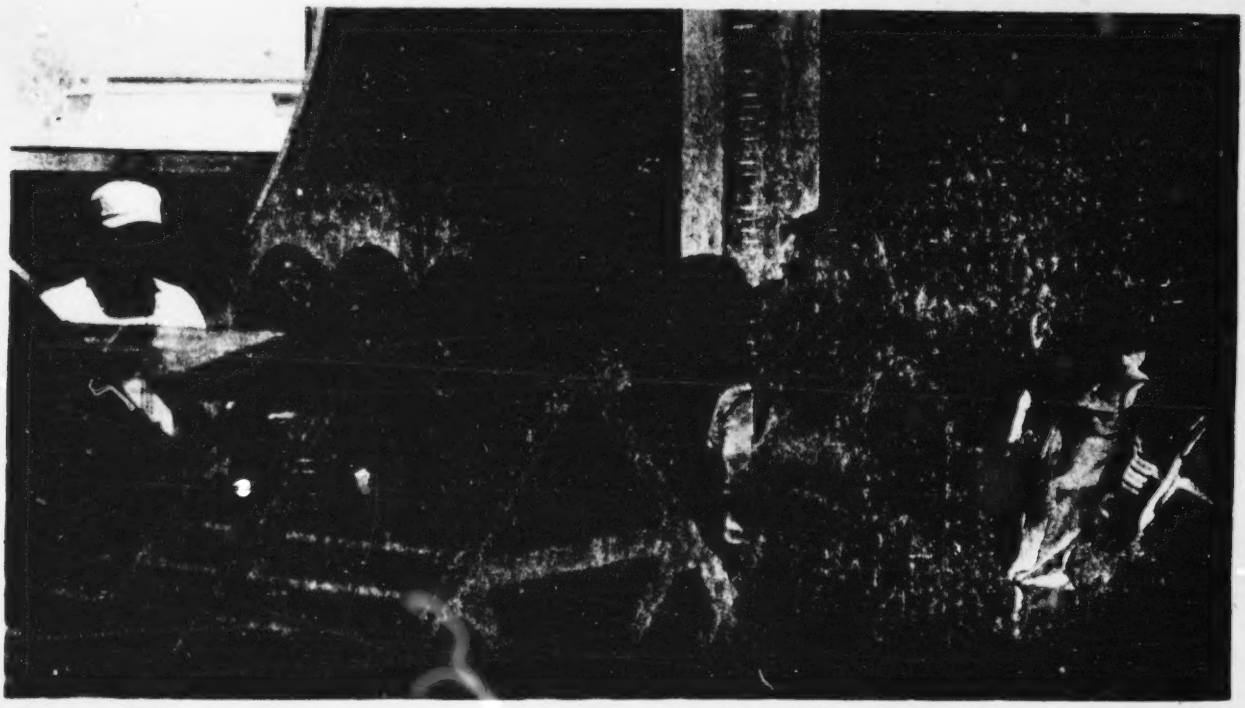
All of the students were invited to participate in "Anytown, Arizona", a one week special program designed for teenagers who live in the urban centers of Arizona. The camp is located at the Sky-Y YMCA camp in the Prescott National Forest about five miles southeast of Prescott. The twenty-two Navajo students were invited for one day to participate in various workshops dealing with family crisis, values clarification, and male and female roles.

3. Study of Indigenous Plants

Archie Dickey, instructor of botany at Yavapai College, took the twenty-two students on an evening trip to Granite Lake and the surrounding areas of Skull Valley to study edible plants. Many of the students were knowledgeable of those plants by their Indian names while at the same time, many other students did not know any of the plants by their common name, Indian name, or scientific name. The evening class terminated with the study of desert plants in the Skull Valley area.

4. Arcosanti "Future City of the World"

On a tour of the Arcosanti site in Cordes Junction, thirty-six miles east of Prescott, the twenty-two Navajo students were exposed to a new concept of living. The purpose of this lifetime project is to utilize less space for living quarters for large masses of people and yet maintain community spirit. In addition, the site will utilize solar energy to accommodate the needs of the community. Throughout the two hour period of the visit, the students were shown various stages of the actual construction phases including the casting of steel and bronze bells which the site sells to the public at the gift shop. Several of the students asked questions which were relevant to the operation and purpose of the Arcosanti site. Many of the regular residents of the Arcosanti site are from the east coast who came west to seek their freedom in the wide open spaces of Arizona. The meeting of these two groups of people created a greater understanding of the diversified cultures of people.

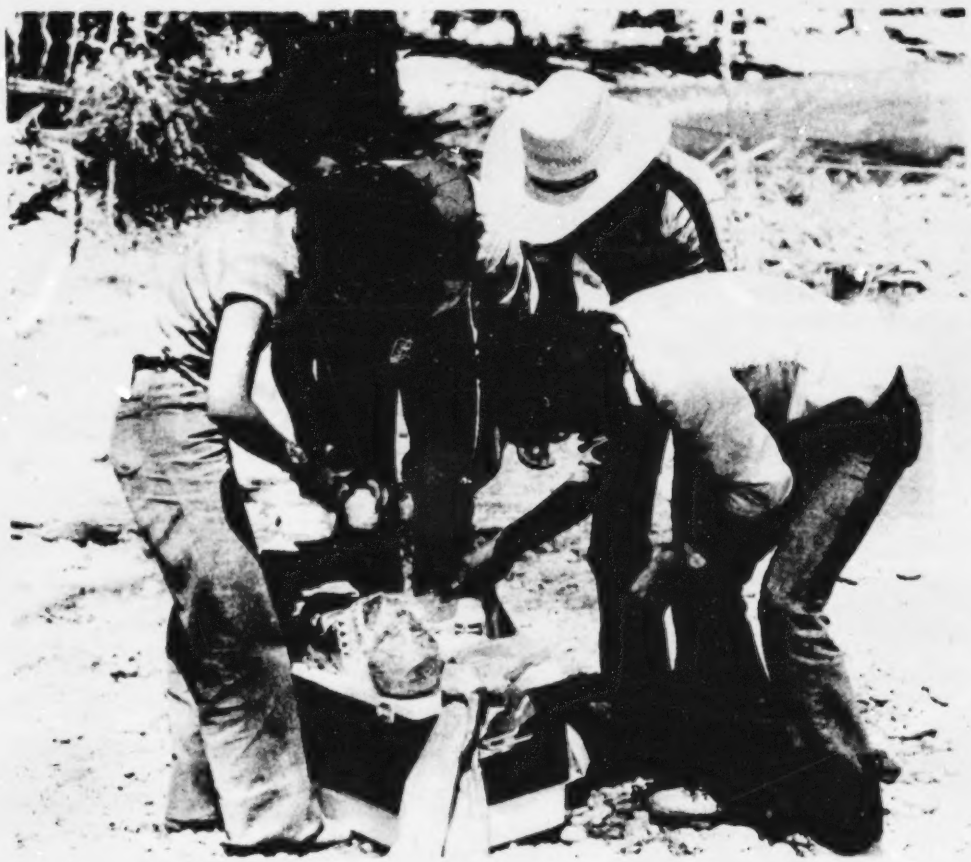


5. Chino Valley - Adobe and Solar Construction

There has always been an interest in life styles of people and during the Self-career Exploration course there was discussion concerning life styles. In light of this discussion, a trip was arranged to visit with a group of Anglo people who were developing a new concept of living near Prescott. The students were met by a Gary Lewellen, a part-time photographer - musician who talked at great length with the students about the reasons why this particular group of people are building adobe homes and constructing wind-solar power units. Gary, the tour guide, led the students to several residential sites where the different concepts of architecture were applied. Upon conclusion of the tour, Gary sang and played his guitar for the students.

6. Miss Indian Arizona Pageant - Whiteriver, Arizona

With a unified interest in the activities of other Native American tribes, the summer school students planned a trip to the White Mountain Apache Reservation. During the course of the two day period, the students observed a rodeo, had a picnic on the East Fork River, camped at the B.I.A. Fort Apache-Theodore Roosevelt Boarding School, and attended a country-rock dance as well as the Miss Indian Arizona Pageant. During the evening festivities at the Burdette Hall in Whiteriver, the students observed the talents of other Native American youths who were competing for the title of Miss Indian Arizona. At the end of the program, many of the students had the opportunity to meet Miss Indian America, Gracie Ann Welch and the new Miss Indian Arizona.



7. Phoenix Trip - Phoenix, Arizona

As a result of the summer heat in the Phoenix area, only seven students participated in this trip. Since these seven students had never visited a city like Phoenix, they were amused by the bustling city. During the evening this writer and his spouse hosted an evening snack party at the edge of the motel swimming pool for the seven Navajo students. Later in the evening the students were given a short lesson on the difference between "avenues" and "streets" as the van raced toward a movie theater on 19th Avenue and not on 19th Street. The next morning the students boarded the van and stopped by a shopping mall for a short shopping "spree".

8. Red Rock Crossing - Sedona

This visit was to one of the most beautiful sights of Arizona, a secluded river crossing in the Red Rocks of Sedona. On this particular visit, there was an unusually large crowd composed mainly of 'city' people from the Phoenix area. There was some amusement on the part of these students since some of the 'city' visitors turned up their stereos and raced their motorcycles through the underbrush of the river country. Later in the afternoon the students went swimming with other people. This activity was a worthwhile one since the students got to know each other.

C. Extra-curricular Activities

1. Swimming Lessons

Sixteen students signed up for swimming instruction. Of the sixteen students, fourteen students did not know how to swim at the beginning of lessons and upon conclusion of the six day swimming lessons, the fourteen students learned how to swim.

2. Tennis Lessons

With the cooperation of the P.E. Department, tennis rackets and balls were loaned to the program for use during the five week session. Two instructors were hired to teach twelve students the basics of tennis. The tennis lessons were received very well by the participants.

3. Gymnasium Facilities

Throughout the five week period, the gym was made available to the summer bridge program. On numerous occasions, students were allowed to use the weight lifting room and the inside basketball court.

D. Evaluation and Personal Assessment of Participant

1. Strong-Campbell Interest Inventories

Many of the students took the inventories to see what area of interest they had insofar as vocational choice was concerned. Due to time limitations, not all of the students participated in this activity. The Strong-Campbell Inventories will be used as a counseling aid with the returning students in the fall of 1978.

2. Personal Counseling

Throughout the five week period, the participating students were encouraged to visit counselors. Several individual conferences were arranged for students so that personal problems could be discussed. Since this activity was on a voluntary basis, very few of the students took advantage of one to one counseling. However, on numerous occasions, several students were seen visiting informally with the project coordinator at the office throughout the five week period.

3. Program Planning for School Enrollment

a. Curriculum Planning

Toward the end of the five week period, several of the counselors were invited to visit with students in class to ascertain individual student's fall plans. Of the twenty-two Navajo students, sixteen students decided to stay at the college for the fall of 1978 - a phenomenal number of students. The counselors and the students set up time schedules for arrangement of the fall school schedule for each student.

b. Scholarships

Since several of the participants had indicated that they were changing their school enrollment from another college to Yavapai College, the financial aids director assisted the students with their forms which have to be sent to A.C.T. in Iowa City, the Navajo Department of Higher Education and Employment Assistance of the Bureau of Indian Affairs. Sixteen of the twenty-two Navajo students registered for regular fall school enrollment.

c. Entrance Criteria for School Enrollment

The students were informed of the various procedures involved in enrolling in college. Of utmost importance was assisting the students with preliminary paper work necessary for enrolling in a particular curriculum. The counseling director also explained the meaning of "credit hours", "academic load", and assisted with registration with all of the students for regular fall enrollment.

E. Institutional Developmental Program Director

1. Program Planning

During the initial planning stages of the five week program the Institutional Developmental Program Director provided the technical assistance for organizing the total summer bridge program. The summer classroom and field trip activities were planned on the basis that some of the Native American students who were to be selected had some experience with non-Native American activities in their own communities and others who had extensive contact with tribal activities. In light of this, the ultimate objective was to identify those Native American students who exhibited some of these traits and expose them to academic and field trip activities which would nurture interest and awareness of different life styles in specific settings - on or off reservation.

2. Consultation with College Departments

The project director coordinated closely with various departments on campus to assure the smooth operation of the summer bridge program. In consultation were the Liberal Arts, Nursing, Transportation, Continuing Education, Administration, Student Services, and the Native American Outreach Coordinator.

F. Media Services

The College has its own Media Services which provided direct support to the summer bridge program. During the five week period the Media Services provided materials for use by instructors and students. A continuing photographic journal was kept by Media Services to keep daily activities recorded.

G. Business Office

The Business Office was instrumental in keeping the summer bridge program updated on expenditures by providing a computer readout daily. In addition to this, the office distributed weekly stipend checks to participants and assisted with the total operation of the summer program.

III. INSTITUTIONAL PARTICIPATION

A. Administration

1. Dean of Student Services, Dean of Instruction, and President of College

At the beginning of the summer bridge program and throughout the past academic school year these individuals were responsible for outlining the initial program operations. In turn, this information was then passed to the Institutional

Developmental Program Director and the Native American Outreach Coordinator who refined the framework of the summer bridge program. At the very beginning of the five week program, the twenty-two students were introduced to the Dean of Student Services, Dean of Instruction, and the President of the College. Throughout the five week program, the Dean of Student Services assisted with the coordination of the summer program by providing key personnel who were under his direct supervision.

B. Campus Security Department

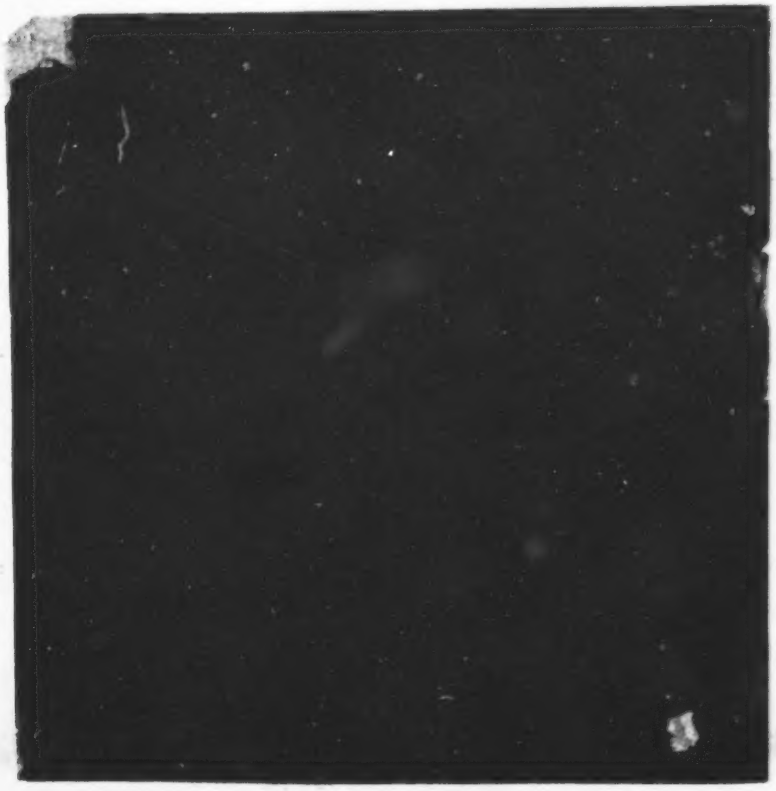
Since some of the students participating in the summer program had indicated their interest in attending Yavapai College, as part of an on-going orientation program, the campus security personnel were invited to explain campus policies and regulations. In addition, one of the security personnel gave a lecture on various kinds of drugs which students should be aware of. The security personnel also brought along a very large sample of various paraphernalia used by drug abusers.

C. Learning Resource Center

Essential in every facet of learning is the ability to retrieve information for specific assignments or personal information and for these reasons, the participating students in the summer program were given an orientation to the Learning Resource Center.

IV. SUMMARY

The goals and objectives for the five week program for the twenty-two Navajo students were met. The classroom activities in English as a Second Language and the College Reading and Study Skills classes proved especially helpful for all of the students. Based on classroom interviews by teachers, there was a significant improvement of students' performance in each of the courses offered. Additional data based on diagnostic tests showed some slight improvements in student performance. Considering the fact that the classes were offered in a five week period as opposed to a complete semester (four months), the students still received the actual experience of participating in an academic environment that required classroom attendance, completion of homework assignments and classroom participation.



Field trip activities provided additional avenues of learning for all of the students. Several of the students participated in air flights over Prescott while others remained reluctant to riding in the airplanes. On another field trip activity, one of the student participants was asked to serve as a camp counselor during the summer months of next year for a youth camp in Prescott. The trip to Arcosanti, "Future City", created an atmosphere of inquisitiveness on behalf of the students. Ideas of habitat, pollution, and solar energy were exchanged between the students and Arcosanti personnel. On another field trip, the students were exposed to different life styles of people who had interests in recycling, alternative energy sources, and adobe construction.

Of crucial importance was the observation of any behavioral changes which would indicate decision making processes of the students. During the second week, student officers were elected by the participants. The field trip schedule was changed weekly based on the consensus of the students.

During informal discussions in Self-career Exploration classes, many students contributed thought provoking ideas about family, lifetime careers, leisure activities, and values.

The cooperation of college personnel was especially helpful. The tennis and swimming coaches, campus security, individual instructors, counselors, and many others too numerous to mention made the five week program for Navajo students a success.

There is no comprehensive instrument which would measure the ultimate success of the summer bridge program for Navajo students. However, it can be stated that these types of activities contribute to the enrichment of knowledge, create a better understanding of one's purpose in life, and instill personal initiative to seek positive rewards for the benefit of all.

Don Decker
Native American Outreach Coordinator

V. APPENDICES (see attachments)

Twenty-six Native American students -- twenty-two Navajo, two White Mountain Apache, one San Carlos Apache, and one Papago -- took part in the academic component of the 1978 Summer Bridge Program. As a normal part of freshman placement, they wrote entry essays, and in addition they were given the Stanford Diagnostic Reading Test because its specificity in pointing out strength and weakness patterns helps instructors to do a better job of meeting individual needs. The students then took study habits, attitude, and reading self-assessment inventories. On a strictly volunteer basis, students returned these unsigned inventories so that a group profile could be formed.*

After evaluating the tests, the essays, and the conferences held with each of the students, instructors decided that some students might do well in "Intermediate English," a writing class for monolingual speakers of English. Seven students elected to take this opportunity to have greater contact with the non-Native American college community. All other students enrolled in "English as a Second Language." And every student signed up for "Reading and Study Skills," which was divided into two sections.

Mr. Grilz taught "Intermediate English," Mrs. Wright taught "English as a Second Language," and each taught a section of "Reading and Study Skills." Although each instructor had a different system of record-keeping, both kept individual records of student progress. The two decided that, considering the needs of the group, the Summer Bridge students should not compete

* Summaries of inventory, test, grade, and instructor evaluation results are attached to this section of the report.

against each other or some arbitrary standard for grades in any class except "Intermediate English." There they would be evaluated just like other students in that class. Thus, grades in the Summer Bridge Program were determined primarily by each student's individual progress. In other words, instruction and grading were approached developmentally.

Student attitudes as shown in the inventory were quite consistent with those observed by the instructors, who saw the students as having a very good outlook toward their studies. Over 90% said they want to be in school; over 80% do not believe school is a waste of time; 75% are not upset by studying or homework; over 90% feel they are easy to get along with in school; 75% say that minor ailments or tiredness do not cause absenteeism; 2/3 say that they are not often in trouble in school; and over 80% expressed a positive attitude toward students who do well.

The inventory indicates the following areas of concern:

1/3 dislike more of their courses than they like, half are not sure.

1/4 are certain they would fail some courses, 2/3 are not sure.

Over 80% are not sure whether they are failures in school.

1/2 say they were unable to bring themselves to study or do assignments.

1/3 say school was less important than most things they do.

1/3 say they panic at exam time, more than 40% are not sure.

1/2 are not sure whether they are secretly pleased when others did poorly.

1/3 feel that they are not as bright as other students, 1/4 are not sure.

In general, "not sure" answers should probably be interpreted as reflections of uncertainty about what college is like rather than about education in general. And the inability to work at study or homework assignments indicated

by the inventory is belied by the students' actual diligence -- assignments were usually completed promptly during the Summer Bridge session, according to the instructors.

Recommendation:

Increase emphasis next year on improvement of self-concept and self-confidence.

Students feel most confident about:

ability to study for a sustained period, 84.6%;

outlining when preparing for exams, 76.9%;

devoting extra time to overlearn certain subjects, 76.9%;

ability to listen while taking notes, 84.6%;

ability to isolate and learn definitions, 83.3%.

Weaknesses are in:

ability to minimize distractions and interruptions, 76.9%;

resting enough to overcome fatigue and maintain efficiency, 2/3;

habitual review for daily class, 69.2%;

regular use of library, 61.2%.

In addition: 46.2% find themselves cramming for exams (but that is true of other student groups); and more than half do not prepare possible answers for essay exams, schedule time intelligently to cover all subjects, or study regularly at a regular study time. These student self-assessments correlate closely with instructor observations about study skills and habits that need further development.

Recommendations:

Increase emphasis next year on efficient use of study time. Find a

source of funding that will extend the tutoring program through the summer, thus making its benefits available to Summer Bridge students. The latter has a bonus effect because it will increase interaction between the Summer Bridge students and those who are not Native Americans.

As readers, the students feel generally insecure about their abilities. Entry reading scores especially bear out the accuracy of these perceptions. One of the greatest barriers to Native American success in college is poorly developed reading skills, a major reason for assigning all students to "Reading and Study Skills" classes.

Entry tests indicate significant reading weaknesses that can be expected to handicap these Native Americans in their classes. The Nelson-Denney compared them to the performances of entering freshmen nationally. Only three of twenty-five tested were in the average range; none scored at or above the fiftieth percentile; nineteen were in the bottom ten percent; one of five was in the bottom one percent. The Stanford Diagnostic Reading Test showed the best reader reading about two years below grade level and the poorest reading almost ten years below. Less than twenty percent were reading at or above a beginning high school level, and over half read at less than a sixth grade level. The greatest weakness was in vocabulary, and the greatest strength was in "blending."

Nevertheless, during the five weeks gains were made in seven of the nine categories measured by the SDRT. As a group, despite the compressed

session, there was an average gain of 1/4 year, with one student gaining 3.1 years, three others gaining more than two years, and another three gaining more than one year. Progress seemed very much tied to motivation.

Recommendations:

By the time students have been interviewed, registered, and tested, have gotten "settled in," and then take exams in the last few days, the already short session is effectively cut still more. Settling in, registering, interviews, and testing should all take place prior to the beginning of classes next summer. If at all possible, the Summer Bridge Program, especially the academics, should be extended to eight or even ten weeks. Considering the particular strength ("blending," as that term is used on the SDRT) and weaknesses (vocabulary, especially) that remained at the end of the session, next year's program should concentrate heavily on helping the students acquire a sight vocabulary.

Comments at staff meetings indicated high instructor satisfaction with student socialization skills and with attitudes toward classwork. All tasks were attacked cheerfully, most were completed on time, and students were not afraid to ask questions. This positive approach is reflected both in instructor comments about individual students and in grades earned. As stated earlier, the principal criterion for grades was individual progress. The students earned a 2.69 (C+) average as a group, and two students got A's in both classes taken. Perhaps even more significant is the fact that four of the seven students who took "Intermediate English" with the mixed group still earned B's, proof that Native Americans can do the same

work as other college students.

Recommendations:

Extend the length of the academic program. Allow more students to participate in mixed classes, with tutoring assistance available for those needing help. Allow students in the Summer Bridge Program to withdraw from a class but to stay in as long as possible to get maximum benefit from participation in a non-punitive situation. Work for closer pre-program liaison with English Department staff.

The Reading Skills Instructor taught for three years at Tuba City, and many of the students knew her. The Summer Bridge Program Coordinator is a Native American (Apache). The Coordinator of Developmental Studies trained reservation Native American teachers for three years. To meet the special needs of the Native American students, an English Instructor known for his rapport with students, was able to draw on the experience of these Summer Bridge staff members. On the anonymous, voluntary student evaluations, the students rate their instructors favorably in every category except one. The "stray" category deals with instructor attempts to go out of the way to make students comfortable in class: 39% feel that they did, but 58.5% were unsure. What that particular category means is uncertain, especially when 82.9% think the instructors were helpful, 78% find them helpful in making special arrangements for overdue homework, 78.1% see them as understanding the needs of Indian people, and 90.2% say that their instructors assisted them in learning more than they knew before.

Recommendations:

Provide in-class tutors to assist the instructor, and culturally

sensitize these tutors before they contact the students. Try to create smaller English as a Second Language sections. Handle study skills activities, especially those involving the use of time, etc., in workshops to that the "Reading and Study Skills" instructors can concentrate even more on reading. Do a follow-up to find out why students were unsure about instructor efforts to make them comfortable, i.e., whether psychological or physical comfort was in question, and what might be done to improve the situation.

The academic aspect of the Summer Bridge Program was successful overall, and student and instructor enthusiasm was a major factor in that success. Next year should be even better.

Dr. James R. Granzow
Coordinator of Developmental Studies

ACADEMIC ACHIEVEMENT OF SUMMER
BRIDGE STUDENTS — Final Grades

Student #	College Reading & Study Skills	English as a 2nd Language	Intermediate English	Total Hours Completed	Grade Point Average
2	A	B		6	3.50
3	A		B	6	3.50
4	A		B	6	3.50
5 WMA	B	B		6	3.00
6	B	B		6	3.00
7	A	A		6	4.00
8	B		D	6	2.00
9	C	C		6	2.00
10	A		C	6	3.00
12 SCA	B		D	6	2.00
13	B	B		6	3.00
14	A	A		6	4.00
15	B	C		6	2.50
16	C	C		6	2.00
18	C	C		6	2.00
19	C	C		6	2.00
20	B	B		6	3.00
24	B		B	6	3.00
26	D	C		6	1.50
27 Pap	B	B		6	3.00
29	B	C		6	2.50
30	C	C		6	2.00
31	B		B	6	2.00
32 WMA	C	C		6	2.00
33	B	C		6	2.50
37	B	C		6	3.50
				Group Average	2.69

A = 4. B = 3. C = 2. D = 1. F = 0; failing. Inc = Incomplete.

W = Withdrawal; no points, no penalty.

Student rights to privacy were protected by assigning numbers for data collection purposes. All took the Nelson-Denney (part of regular Yavapai placement), pre- and post-versions of the Stanford Diagnostic Reading Test, and study habits, education attitude, and reading inventories. 13 volunteered to turn in unsigned inventories and 23 of the group turned in unsigned instructor ratings.

READING STATISTICS, 1978 YAVAPAI COLLEGE SUMMER BRIDGE PROGRAM

SDRT = Stanford Diagnostic Reading Test, Level II, Form W. N-D = Nelson-Denney Reading Test, Form A. With the exception of grade level equivalency, SDRT scores are given as grade 8 stanines. With the exception of grade level equivalencies, N-D scores are given as grade 13 percentiles (%iles). GLE = grade level equivalency on both tests. On the N-D, V = vocabulary, C = comprehension, T = total. On the SDRT, L = literal comprehension, I =inferential comprehension, T = total comprehension, V = vocabulary, S = syllabication, SD = sound discrimination, B = Blending, R = reading rate.

For convenience in comparing GLE scores on the two tests, these have been given right after the student identification number as well as in their normal sequence in the table. The SDRT GLE is a combined reading comprehension (RC) score.

	N-D GLE's			SDRT GLE	N-D %iles				SDRT Stanines								
Student #	V	C	T	RC	V	C	T	GLE	L	I	T	GLE	V	S	SD	B	R
2	8.8	7.5	8.1	5.5	6	5	5	8.1	4	2	3	5.5	2	2	3	6	3
3	12.5	13.8	13.1	9.5	32	63	49	13.1	5	7	6	9.5	7	5	6	7	7
4	9.4	9.3	9.3	9.0	11	14	10	9.3	6	5	6	9.0	4	4	4	6	4
5	10.7	8.4	9.2	4.2	13	9	9	9.2	2	1	2	4.2	1	2	5	7	5
6	8.8	9.8	9.2	7.5	6	17	9	9.2	5	4	5	7.5	3	3	4	6	4
7	10.4	7.0	8.6	7.2	18	5	7	8.6	4	5	4	7.2	3	4	3	6	4
8	11.0	9.8	10.3	7.5	22	17	18	10.3	7	3	5	7.5	5	4	5	5	3
9	7.0	7.0	-7.0	5.2	1	4	1	-7.0	3	2	2	5.2	1	3	2	3	4
10	11.3	12.7	12.1	7.5	24	45	33	12.1	4	5	5	7.5	3	6	6	7	3
12	10.1	9.8	9.9	5.8	16	17	15	9.9	3	3	3	5.8	3	3	5	8	3
13	8.8	10.2	9.5	4.5	6	21	11	9.5	2	1	1	4.5	1	3	2	4	4
14	8.1	7.0	7.5	7.8	3	4	3	7.5	4	6	5	7.8	3	2	2	6	2
15	8.8	9.3	9.0	7.5	6	14	8	9.0	5	4	5	7.5	4	2	3	5	3
16	9.2	7.5	8.3	5.1	9	5	6	8.3	2	2	2	5.1	2	3	3	4	4
18	9.0	8.4	8.6	5.2	7	9	7	8.6	3	2	2	5.2	1	1	1	6	3
19	7.0	-7.0	-7.0	3.1	3	2	1	-7.0	1	1	1	3.1	1	1	1	2	1
20	10.4	7.9	9.1	9.5	18	13	9	9.1	6	6	6	9.5	5	4	6	6	4
24	9.9	10.7	10.3	11.1	14	25	18	10.3	8	6	7	11.1	6	6	7	8	5
26	7.9	10.2	9.0	6.7	3	21	8	9.0	4	4	4	6.7	2	6	4	8	3
27	7.3	7.9	7.5	5.7	1	3	1	-7.0	5	4	5	7.5	3	5	2	4	3
29	9.4	9.8	9.3	5.8	11	14	10	9.3	3	3	3	5.8	2	4	4	5	3
30	7.3	7.9	7.5	5.7	1	7	3	7.5	4	2	3	5.7	1	4	3	1	2
31	13.1	8.4	11.1	10.6	52	9	25	11.1	5	8	7	10.6	6	6	6	7	4
32	-7.0	7.0	-7.0	4.2	1	5	1	-7.0	1	2	1	4.2	1	3	2	4	2
33	7.7	-7.0	-7.0	4.8	3	2	1	-7.0	2	1	2	4.8	2	3	4	6	2
37				4.5					2	1	1	4.5	2	3	2	3	3
AVERAGE	9.24	8.85	8.96	6.57	11.48	14.0	10.72	8.96	3.85	3.46	3.69	6.57	2.85	3.54	3.65	5.38	3.26

COMMENTS

The purposes of the two tests given are quite different. The N-D is a placement test. All GLE's below 9.2 are extrapolations; no one can have a GLE below grade 7 on the N-D. (GLE's given as -7.0 had raw scores below the scale.) The SDRT is a diagnostic test; it is most accurate where the N-D becomes meaningless in terms of GLE. The difference of about 2½ years in GLE between the two tests is expected. The N-D consistently places higher than the SDRT, and reading specialists often subtract 1½ to 2½ years from the N-D to determine actual competency.

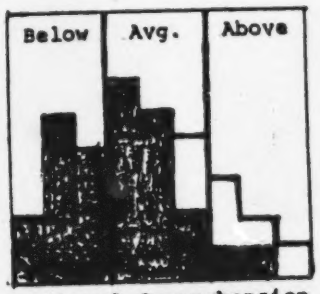
N-D results: No one scored at or above the 50th %ile for college freshmen (total). 19 of 25 were in the bottom 10%; 1 out of 5 was in the bottom %ile. Only 3 fell in the average range.

SDRT results: The best read 2 years below grade level; the poorest, 10 below; less than 20% read at or above a beginning high school level; more than ¼ read at less than a 6th grade level. Only in "blending" does the group read at a normal 8th grade level. Vocabulary is the greatest weakness.

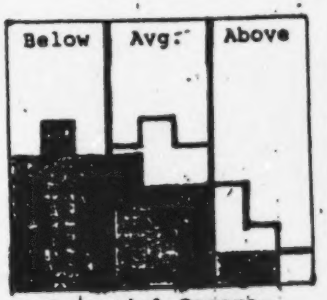
Students 5 and 32 are White Mountain Apache, 12 is a San Carlos Apache; 27 is a Papago; all others are Navajo.

GRAPHIC REPRESENTATIONS OF ENTRY READING RESULTS FOR SUMMER BRIDGE 1978

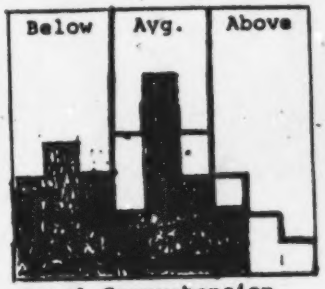
Table 1. Stanford Diagnostic Reading Test subtests given in eighth grade stanines. The Summer Bridge distribution is shaded and a normal pattern (unshaded) is imposed on it in each case.



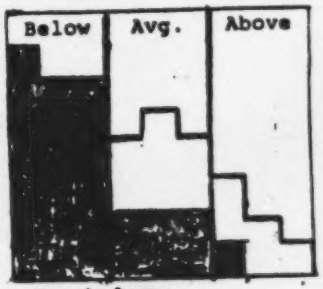
Literal Comprehension



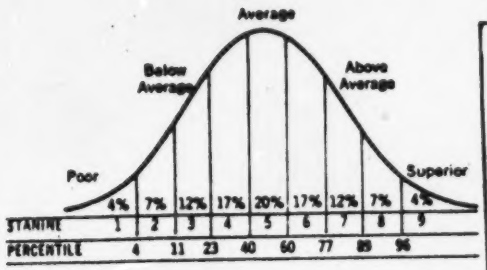
Inferential Comprehension.



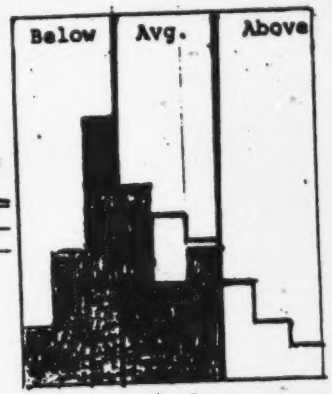
Total Comprehension



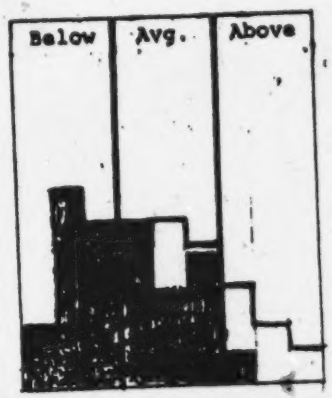
Vocabulary



"Normal Curve" Distribution (From SDRT examiner's manual)



Syllabication

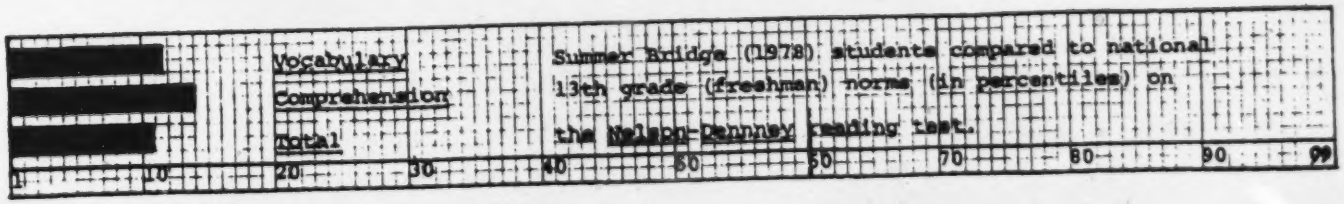


Sound Discrimination

Blending

Rate of Reading

Table 2. Nelson-Denney percentiles.



ATTITUDE CHECKLIST

Directions: Consider each of the following questions carefully, and try to answer with an honest *yes* or *no*. If after careful consideration you can't make up your mind, mark that question *not sure*.

If you have more than just a few answers in the *yes* column, or many *not sure* answers, it would be a good idea for you to review your general attitude toward school. You should probably review your feelings and outlook with a school counselor or other professional, your parents, or a trusted confidant.

	% of respondents		
	% Yes	% No	Not Sure %
1. Are you in school only because you have to be?	8.3	91.7	0
2. Do you dislike more of your courses than you like?	33.3	16.7	50.0
3. Do you dislike more of your teachers than you like?	16.7	50.0	33.3
4. Do you arrive late or cut classes frequently?	0	91.7	8.3
5. Are you certain there are some courses you will fail?	8.3	25.0	66.7
6. Are you convinced you are frequently picked on or treated unfairly?	0	58.3	41.7
7. Do you believe school is a waste of time?	8.3	83.3	8.3
8. Are most of your classes boring?	25.0	50.0	25.0
9. Does studying or homework upset you?	8.3	75.0	16.7
10. Are you unable to bring yourself to study or do assignments?	50.0	50.0	0
11. Are school and studying less important than most of the things you have to do?	33.3	33.3	33.3
12. Are you grouchy, argumentative, belligerent, or difficult to get along with in school?	0	91.7	8.3
13. Are you withdrawn or fearful in class?	8.3	66.7	
14. Do you arrive at midterm or final exams with massive amounts of work undone?	8.3	58.3	33.3
15. Do you regularly miss assignment deadlines?	0	91.7	8.3
16. Are you secretly pleased or relieved when others do poorly?	8.3	41.7	50.0
17. Do you panic at exam time?	25.0	33.3	41.7
18. Are you frequently absent with minor ailments or because you are tired?	16.7	75.0	8.3
19. Do you rely on others for completing assignments?	0	63.6	36.4*
20. Do you actively seek excuses to miss class?	0	83.3	16.7
21. Generally speaking, do you consider yourself a failure in school?	0	16.7	83.3
22. Do you feel you are not as bright as most other students?	33.3	41.7	25.0
23. Are you frequently "in trouble" at school?	0	66.7	33.3
24. Do you feel that no one in school likes you?	8.3	75.0	16.7
25. Do you snear at or make fun of students who do well?	8.3	83.3	8.3

* 1 "no response" on 19.

Because of rounding, percentages do not always add up to 100.

STUDY HABITS INVENTORY

Directions: Consider each of the following questions carefully, and answer each with a *yes* or *no*. Those answers which fall in the *no* column indicate areas which need to be improved.

	% of respondents	
	% Yes	No %
1. Are you able to study for a sustained period (at least twenty minutes)?	84.6	15.4
2. Are you in the habit of getting right down to serious work at study time?	69.2	30.8
3. Do you arrange your study time and area so that distractions and interruptions are minimized?	23.1	76.9
4. Are you in the habit of reviewing each subject regularly during the term?	69.2	30.8
5. Do you prepare for examinations without cramming?	53.8	46.2
6. When preparing for exams, do you outline your course work?	76.9	23.1
7. Are you able to anticipate important topics that might be covered on exams?	69.2	30.8
8. Do you make it a habit to prepare possible answers to essay questions in advance?	46.2	53.8
9. Do you study regularly at a regular study time?	46.2	53.8
10. Do you schedule your time intelligently to cover all subjects?	46.2	53.8
11. Do you schedule social activities so that they won't interfere with studying?	61.5	38.5
12. Do you rest properly so that fatigue does not reduce efficiency?	33.3 /	67.7*
13. Do you recognize the need to devote extra time to overlearn certain subjects?	76.9	23.1
14. Are you able to concentrate in class?	69.2	30.8**
15. Are you able to listen while taking notes?	84.6	15.4
16. Do you use the library regularly?	38.5	61.5
17. Are you able to isolate and learn definitions?	83.3	16.7*
18. Do you make it a habit to review daily for each class?	30.8	69.2

* There was 1 "no response" each for 12 and 17.
** 1 "yes" was penciled in as "sometimes."

READING INVENTORY

Directions: Rate yourself on the following reading habits and abilities. Put an X in the box which you feel best describes your usual performance. Scores below average indicate areas which need to be improved. (1 – Superior; 2 – Above Average; 3 – Average; 4 – Below Average; 5 – Poor)

How would you rate your ability

1. to read?
2. to enjoy reading?
3. to read fast?
4. to understand material the first time you read it?
5. to maintain a good vocabulary?
6. to accurately summarize material you have just read?
7. to read without moving your lips or pronouncing every word to yourself?
8. to remember what you have read?
9. to concentrate while you read?
10. to use context (surrounding words) to help you understand new words?
11. to recognize the main idea of what you are reading?
12. to refer to a dictionary to check new or unfamiliar words as an integral part of your reading process?
13. to use graphs and tables in a book?
14. to skim certain materials rapidly when necessary?
15. to understand and follow directions?
16. to preview a chapter or lesson before you read it?
17. to read actively, questioning passages and marking important points?
18. to adjust your reading speed to suit the materials being read?

% of respondents

% 1	% 2	% 3	% 4	% 5
15.4	7.7	38.5	38.5	0
23.1	7.8	53.9	15.4	0
7.7	0	38.5	38.5	15.4
7.7	7.7	30.8	46.2	0
7.7	15.4	23.1	53.9	0
7.7	7.7	23.1	61.5	0
0	0	53.9	38.5	7.7
7.7	0	38.5	53.9	0
7.7	15.4	30.8	46.2	0
7.7	7.7	61.5	15.4	7.7
7.7	0	61.5	30.8	0
23.1	0	53.9	23.1	0
7.7	23.1	46.2	23.1	0
0	23.1	38.5	38.5	0
15.4	7.7	61.5	15.4	0
7.7	15.4	38.5	38.5	0
7.7	7.7	53.9	15.4	15.4
0	7.7	46.2	38.5	7.7

All percentages are rounded off and may not add up to 100.

POST-TEST RESULTS OF Stanford Diagnostic Reading Test

	Student #	SDRT Stanines (Form X, post-test) L	I	T	GLE	V	S	SD	B	R
	2	5	4	5	7.8	2	4	4	3	4
	3	7	8	8	12.1	5	5	6	8*	7*
	4	5	6	6	9.0	5	7	7	8*	4
WMA---	5	1	1	1	3.8	1	2	4	8*	4
	6	4	6	5	7.8	2	5	5	5	4
	7	X	X	X	X	X	X	X	X	X
	8	5	4	5	7.8	4	3	5	7	4
	9	3	2	2	5.0	1	4	3	3	4
	10	3	5	6	4.6	2	4	6	7	7*
SCA---	12	2	2	2	5.0	1	5	5	8*	1*
	13	4	3	3	6.0	1	1	3	6	3
	14	5	6	6	9.0	4	2	4	6	3
	15	3	2	2	5.2	2	3	4	6	4
	16	3	3	3	5.7	4	3	4	5	4
	18	3	4	3	6.0	1	4	1	5	3
	19	1	1	1	3.1	1	1	1	2	1
	20	7	8	8	11.6	7	6	7	8*	3
	24	6	5	6	9.0	6	6	8	8*	7*
	26	4	2	3	5.7	1	6	4	6	4
Pap---	27	4	5	5	7.5	4	3	3	3	3
	29	7	5	6	9.0	1	5	4	6	4
	30	3	2	2	5.2	1	3	4	2	3
	31	4	7	5	8.5	7	5	6	6	5
WMA---	32	2	2	2	4.8	1	3	3	4	3
	33	3	4	3	6.2	1	4	4	5	3
	37	2	2	2	4.8	1	4	3	2	3
	AVERAGE	3.84	3.96	4.00	6.81	2.68	3.92	4.32	5.48	3.80
	Gain/Loss	-.01	.50	.31	.24	-.17	.38	.67	.10	.54

*On Form X, the highest possible raw scores for Blending and Rate, respectively, are at the 8th and 7th stanines.

SUMMARY (Instructor A, 18 ratings; Instructor B, 23 ratings.)

INSTRUCTOR EVALUATION
Native American Summer Bridge Program

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Instructor is helpful.	0	0	17.1	19.5	63.4
2. Is cooperative in making special arrangements for overdue homework.	0	2.4	19.5	26.8	51.2
3. Understands special needs of Indian people.	0	0	21.9	24.4	53.7
4. Goes out of his/her way to make me feel comfortable in class.	0	2.4	58.5	26.8	12.2
5. Assisted me in learning a great deal more than I knew before.	0	0	9.8	31.7	58.5
6. Is very knowledgeable about his/her area of expertise.	0	0	12.2	41.5	46.3
7. Is prepared daily to teach class.	0	0	17.1	17.1	65.9

Percentages may not total 100 because of rounding.

BACK COVER

Front Row L to R: Fritz Walker, Kathy Nakaidinae, Regina Shorthair, Don Decker, Sara Jimmy
Back Row L to R: LaVerne Davis, LeNora Begay, Denise Puella, Betty Grimes, Caroline Yazzie (top), Marilyn Hardy, Van Walker, Lynette Lomayesva, Cheryl Gishey, Sylvia Johnson

Not Pictured: Alta Begay, Henderson Begay, Virgil Begay, Minda Burnette, Lonnie Clah, Fannie Crank, Ella Dodson, Arlene Isaac, Pauline John, Juanita Kee, Nathaniel Leslie, Marita Pete, Marlene Tsosie